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ABSTRACT

A group of 562 sixth grade students and 559 twelfth grade students was surveyed to determine if there was a difference in reading attitudes between male and female students overall and between the sixth and twelfth grade levels for each sex. Although the majority of students disagreed with the statement that reading is for learning but not for enjoyment, significantly more girls strongly disagreed than boys. The difference was not significant at the sixth grade level, but was highly significant at the twelfth grade level. The majority of students disagreed with the statement that there is nothing to be gained from reading books. There was stronger disagreement for girls than for boys at the twelfth grade level, but not at the sixth. Thus, there is a trend toward thinking that something can be gained from reading books and this is more prevalent among girls than boys. Girls consistently had a more positive attitude toward using their spare time to read than boys, and the difference is greater at the twelfth grade level than at the sixth. Overall, the sex difference was greater at the twelfth grade level than at the sixth grade level, indicating that boys' attitudes become more negative and girls' become more positive. (HTH)

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Attitudes Toward Reading of Sixth and Twelfth Grade Boys and Girls

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The Problem

"Today's teacher of reading cannot afford to ignore the attitudes of his students since attitudes often are important in the acquisition of reading skills and in the continued use of reading for information and recreation." (Alexander and Faller, 1976, p.19) Not only the teacher of reading but also any teacher, administrator, parent or guardian is or should be concerned about student attitude toward reading. A student who feels that "reading is dull," "reading is something I can do without," or "there is nothing to be gained from reading books" is a student who will not read for pleasure, perhaps will not read even for information.

A high school boy once wrote on a questionnaire "I love to read but I hate literature." What a cogent comment! How many students enjoy sprawling on the floor or a bed reading a book which they have chosen to read but resist reading a book that has been assigned for class or book report?

Working with students who have already discovered the pleasures of reading is not so difficult as trying to "sell" reading and its pleasures to those students who "hate literature"--who hate the diagnostic or work approach or attitude. "Children have been taught to think of reading as an oral activity which involves the pronunciation of words by carefully looking at each letter." (Tovey, 1976, p.540)

Background Literature

"It is difficult to make valid generalizations about attitudes in facilitating reading growth from the available data since the number of studies is limited and the findings are, at times, contradictory." (Alexander and Filler, 1976, p.64) The most complete and informative source that this writer has found has been the IRA monograph.

However, in order to update the information, two ERIC searches were run combining the descriptors "literature with attitudes" or "attitudes (one word) literature" with the descriptors "grade 6" and "grade 12," and located eleven pertinent references. Of the eleven, five are doctoral dissertations, one is a curriculum guide for teachers of the "low 10% of senior high school students," two are questionnaire-studies conducted by school districts, one describes a "turnabout" program on 180 fourth through sixth grade pupils in a remedial reading program in New York, one is a speech given in Ireland, and one is an annotated bibliography.

Harwood concludes that "achievement in reading comprehension skills appears to be slightly dependent on the reading attitudes of boys and girls at the sixth-grade level."

Hampton found that "reading aloud mitigates the development of unfavorable reading attitudes."

In a "Like to Read" experimental program using sixth grade students, Flora Fowler found the "possibility of positive but not statistically significant effects of reading improvement for the experimental group."

Shayle Uroff recommends "remedial reading training be made available to secondary students as need is detected" and finds that "high school seniors . . . have more favorable attitudes toward reading than students in grades ten and eleven."

Stanley Levenson's data "support the conjecture that ability grouping in the teaching of reading is a negative practice, reinforcing negative self-concepts and negative attitudes toward reading."

In a paper presented to the annual meeting of the Reading Association of Ireland in October 1977, James Ewing commented that "historically less emphasis has been put on the importance of attitude factors than on the skills of reading." He also said that "the planning of a reading curriculum can be aided by the use of attitude analysis to learn what should be emphasized in a particular group or among readers generally."

Measuring Attitudes Toward Reading: An Annotated ERIC Bibliography, published in June 1977, contains 30 items concerning the development and use of tests and procedures for evaluating student attitudes toward reading.

Purpose of the Study

The purpose of this study was to determine the attitudes toward reading of sixth and twelfth grade students and to compare these attitudes for boys and girls and for sixth grade students compared to twelfth grade students. The data collected for this study were also used to test the following hypothesis:

1. There will be no significant differences in the responses of boys compared to the responses of girls for all students.

2. There will be no significant differences in the responses of sixth grade boys compared to the responses of sixth grade girls.
3. There will be no significant differences in the responses of twelfth grade boys compared to the responses of twelfth grade girls.
4. There will be no significant differences in the responses of sixth grade students compared to the responses of twelfth grade students for all students.
5. There will be no significant differences in the responses of sixth grade male students compared to the responses of twelfth grade male students.
6. There will be no significant differences in the responses of sixth grade female students compared to the responses of twelfth grade female students.

Procedures

A survey was made of 562 sixth grade students and 959 twelfth grade students in 26 randomly selected school districts using the Estes Attitudes Toward Reading scale. Students representative of all students in the State were selected using a cluster sampling procedure utilizing a multistage sampling procedure as described by Kish. The first stage of the sampling procedure was based upon the geographical areas of the state, the second stage was based upon the size of school districts in those geographical areas, the third stage was based upon schools within districts, and the final stage was class units within selected schools. Thus, the

unit of sampling was classes of students at both grade levels.

Data were collected by sending packets of materials to the selected schools containing the Estes Attitude Toward Reading scale and enough answer sheets for all students. Administration of the scale was done by the regular classroom teacher following the instructions given with the attitude scale. The scale was administered to students near the middle of the Spring semester. The packets were then returned to the authors for optical scoring of the answer sheets and direct keypunching of the responses for computer analyses.

Analyses:

Separate analyses were run for each item on the Estes Attitudes Toward Reading scale using the FREQUENCIES and the CROSSTABS programs from the Statistical Package for the Social Sciences. Frequencies and precentages of responses for each item were computed and chi square analyses were used to test the hypotheses. The .05 level of significance was used.

Results:

The results of the tabulation of responses are presented in Table 1 which indicates the percentage of students who responded to each option for each of the 20 attitude questions. Percentages are presented for sixth grade boys, sixth grade girls, twelfth grade boys, and for twelfth grade girls. Response "A" was

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Kish, Leslie. SURVEY SAMPLING. John Wiley & Sons, Inc., New York, 1965.

"strongly agree," "B" was "agree," "C" was undecided, "D" was "disagree," and "E" was "strongly disagree."

Insert Table 1 about here

The chi square values used to test the hypotheses comparing various sub-groups of students are presented in Table 2. Chi square analyses were computed for each of the 20 items. Thus, each chi square is a 2x5 analysis resulting in 4 degrees of freedom. Although the .05 level of significance was used to test the null hypotheses, significance at the .01 level is also noted in the Table.

Insert Table 2 about here

As can be noted in Table 2, all of the chi square values used to compare all boys with all girls were significant at the .01 level. Thus, there is a significant difference between all of the boys used in this study and all of the girls in attitudes toward reading. However, at the sixth grade level only, there were only 13 significant differences for the 20 items, whereas at the twelfth grade level, all of the differences were significant. Thus, there are greater differences at the twelfth grade level between boys' and girls' attitudes toward reading than at the sixth grade level. For the comparisons of all sixth grade students compared to all twelfth grade students, significant differences were found for 18 of the 20 comparisons. When considered separately, 16 of the 20 comparisons were significant when comparing sixth grade boys

to twelfth grade boys. There were also 16 significant differences when comparing sixth grade girls with twelfth grade girls. However, the items were different. For boys, there were significant differences on items 1, 2, 9 and 10. For the girls, significant differences were found for items 4, 5, 14 and 19.

The analyses indicate that the majority of the hypotheses were rejected in this study. Since 120 chi squares were computed, one would expect around six of these to be significant at the .05 level by chance alone, and 1.2 to be significant at the .01 level by chance alone. However, since 104 of the chi square values were significant at the .05 level, the number of significant differences is well beyond what one would expect by chance alone.

Discussion of Results

Since the analyses were done separately for each item on the Estes Attitudes Toward Reading scale, specific information pertinent to each item was available detailing the attitudes of various sub-groups of respondents. The discussion of the results will consider each item separately as they appear in Tables 1 and 2.

Although the majority of the students disagreed with the statement that reading is for learning but not for enjoyment there were significantly more girls strongly disagreeing with this item than boys for all students. When considered separately for each grade level, it was found that the difference was not

significant at the sixth grade level, but highly significant at the twelfth grade level. When comparing sixth grade students with twelfth grade students, the writers found that the only significant difference was for girls. Thus, it appears that at the sixth grade level there are no significant differences but at the twelfth grade level girls significantly more strongly disagree with this item. Thus, it appears that most sixth grade students believe that reading can be for both learning and for enjoyment and that there is no change in boys' attitudes from sixth to twelfth grade, but for girls there is a significant change in their attitudes

There was more agreement that money spent on books is well spent for girls than for boys, and this difference was greater at the twelfth grade level than at the sixth grade level. There was greater disagreement to this statement for boys and the difference between boys' attitude at the sixth grade compared to the twelfth grade was not significantly different, whereas for the girls there was a significant change in attitude. It appears that a greater percentage of twelfth grade girls than sixth grade girls feel that money spent on books is well spent.

The majority of the students disagreed with the statement that there is nothing to be gained from reading books. There was stronger disagreement for girls than for boys at the twelfth grade level but not at the sixth grade level, and stronger disagreement for twelfth grade students compared to sixth grade students. Thus, there is a trend toward thinking that something can be gained from reading books, and this is more prevalent among girls than among boys.

At the sixth grade level there is no significant difference between the attitudes of boys and girls with regard to considering books a bore. However, at the twelfth grade level, there is significantly more agreement to the statement that books are a bore for boys than for girls. There was no change from sixth grade to twelfth grade in the responses of girls to this item, but a significantly negative change for boys. Thus, it appears that sixth grade boys do not consider books to be a bore but twelfth grade boys tend to have this attitude toward books.

Girls consistently have a more positive attitude toward using their spare time to read than boys, and the difference is greater at the twelfth grade level than at the sixth grade level. From the results of the study, it appears that there is a large negative change from sixth grade to twelfth grade for boys whereas there are only slight changes for girls. At the sixth grade level there were 32.6% of the boys strongly agreeing to this item, whereas only 12.6% of the twelfth grade boys strongly agreed to this item. Thus, it appears that there is a strong shift away from reading as a part time activity for boys but this trend does not appear for girls.

There is less agreement that sharing books in class is a waste of time for girls than for boys, and the difference is stronger at the twelfth grade level than at the sixth grade level. However, the majority of students at both grade levels disagree with this item, which indicates that sharing books in class is not a waste of time.

There was stronger agreement of boys than girls to the item "Reading turns me on," and stronger agreement at the sixth grade level compared to the twelfth grade level. Although it is difficult to determine how students interpreted this item, it appears that sixth grade students were in agreement with this statement much more than twelfth grade students.

There was less disagreement for girls than for boys to the item that reading is only for grade grubbers. Comparing sixth with twelfth grade studetns, there is a definite shift from "strongly disagree" with this statement at the sixth grade level to "only disagree" at the twelfth grade level. Thus, it appears that sixth grade students do not associate reading with getting grades as much as twelfth grade students. Possibly this is a reflection on the relatively higher dependence on reading at upper grade levels.

A greater percentage of boys agreed with the statement that books are not usually good enough to finish than girls, and this was true at both the sixth and the twelfth grade levels. There were significantly more girls who disagreed with this item at the twelfth grade level compared to the sixth grade level, but this trend did not hold for boys. The attitudes of boys were consistent at both grade levels. Thus, it appears that girls develop the attitude that books are good enough to finish, but this attitude does not develop for boys.

Girls expressed a more positive attitude than boys with regard to whether reading was rewarding. Although the majority

of the students felt that reading was rewarding, there were significantly more boys disagreeing with this statement than girls. This difference was greater at the twelfth grade level than at the sixth grade level. There was a trend for girls to have a more positive attitude toward this item at the twelfth grade level than at the sixth grade level, but no significant difference was found for boys between sixth and twelfth grades. Thus, as students progress in school, girls find that reading becomes more rewarding to them, but this trend does not appear for boys.

There were significantly higher percentages of boys agreeing that reading becomes boring after about an hour than for girls, and this attitude was more prevalent at the sixth grade level than at the twelfth grade level. Thus, it appears that girls do not become so bored with reading as do boys, and this attitude is stronger at the twelfth grade level. The responses to this item are consistent with the responses to the item that books are not usually good enough to finish. Girls disagreed with this item more strongly than boys. Girls are also not so likely to be bored after an hour of reading as are boys.

The responses to the item that books are too long and dull are consistent with other attitude items dealing with whether or not books are good enough to finish and whether reading becomes boring after an hour or so. Boys agreed with this item significantly more than girls, and the change between sixth grade and twelfth grade was significant for both girls and boys. The change for

boys was negative in that their attitudes became more negative, whereas there was a positive change for girls in that fewer girls agreed with this item at the twelfth grade level.

Most students disagreed with the statement that free reading doesn't teach much. However, at the twelfth grade level there was a higher percentage of girls strongly disagreeing with this statement. There were significant differences between sixth and twelfth grade students, indicating that there was a change in attitude of students between these two grade levels toward thinking that free reading does teach one something. Possibly this again is a reflection on the fact that reading plays a more important role in learning at upper grade levels.

The majority of students agreed that there should be more free time for reading during the school day, and there was a stronger attitude towards this at the sixth grade level. At the twelfth grade level, girls had a stronger feeling for this than boys. The comparison of boys in the sixth and twelfth grades indicate that twelfth grade boys feel that such time should not be devoted to reading, whereas sixth grade boys indicated that there should be time for reading during the school day. This was a significant shift in attitudes, whereas the differences between these two levels for girls was not significant.

Significantly more girls responded favorably to the statement that "there are many books which I hope to read" than boys. However, it is interesting to note that there was a significant

difference in the way that sixth and twelfth grade girls responded to this item. At the sixth grade level, 42% strongly agreed, whereas at the twelfth grade level only 32% strongly agreed. There was a similar trend for boys. As with other items, there was a stronger attitude toward reading expressed by boys in the sixth grade than in the twelfth grade.

The majority of students disagreed with the statement that books should not be read except for class requirements, with girls showing the stronger disagreement. For boys, at the sixth grade level, there was a strong attitude toward this item as indicated by the 53.2% responding "strongly disagree," whereas only 27% of twelfth grade boys responded "strongly disagree." For girls, the comparison of the two grade levels did not reveal such an extensive change.

There was consistent disagreement with the statement that "reading is something I can do without," with girls expressing a stronger attitude than boys, and for sixth grade students expressing a stronger attitude than twelfth grade students. Although a higher percentage of boys than girls indicated that they could do without reading, the majority of students expressed the attitude that reading was something that they consider essential in their lives.

The responses to the item that a certain amount of summer vacation should be set aside for reading were more normally distributed around the undecided point than for any other item. However, girls agreed with this item more frequently than boys, especially at the twelfth grade level. However, the responses to this item

were not so positive as the responses to the item that reading is a good way to spend spare time. Possibly the students feel that this item dealt with setting aside a certain amount of time for a school related reading program, rather than an individual amount of time.

Although most students agreed that books make good presents, the attitude was stronger at the sixth grade level. There was a significant difference between the attitudes of sixth grade boys and twelfth grade boys, but the difference between these two levels for girls was not significant. Thus, the difference between boys' and girls' attitudes increases from sixth to twelfth grades.

As with most of the other attitude items, a more positive attitude toward reading was expressed by girls than boys. The sex difference was greater at the twelfth grade level than at the sixth grade level, indicating that boys' attitudes become more negative and girls' attitudes more positive.

Summary, Implications, and Conclusions

The purpose of this study was to determine the attitudes toward reading of sixth and twelfth grade students and to compare these attitudes for boys and girls and for sixth grade students compared to twelfth grade students.

Several studies of reading attitudes have been conducted but "it is difficult to make valid generalizations about attitudes in facilitating reading growth from the available data since the number of studies is limited and the findings are, at times, contradictory." (Alexander and Filler, 1976, p.64)

The writers of this study found no studies that compared the reading attitudes of boys and girls the ages of the children in this study.

Implications

The fact that more boys than girls feel that "Reading is something I can do without," "Reading is dull," and "Books should not be read except for class assignments," may mean that we need to get more interesting, more relevant books to boys— more entertaining books—fewer "school books."

It is disheartening that a significant number of boys feel that "books aren't usually good enough to finish," and that "reading is not rewarding." It would appear that we need easy-to-read, enjoyable books on relevant topics. Young adult books should meet this need. Teachers and parents should be aware of the publications of the National Council of Teachers of English and of the American Library Association, especially those that contain annotated bibliographies of high-interest, easy reading books, and books of quality written on subjects of interest to young people.

In addition to the above-named findings, the following conclusions concerning twelfth grade boys are also discouraging. The twelfth grade boys find: a) books boring, b) reading less rewarding than they did in sixth grade, c) books too long and dull, d) books do not make good presents, e) their attitudes toward reading are becoming more negative, f) they no longer use a large part of their spare time to read.

So far the findings have been more concerned with boys' attitudes than with girls' attitudes. It may be that boys get more involved in extra-curricular activities--sports, cars, clubs--and therefore spend less time reading or that they have less time to read because of these activities. It may also be that there are more interesting books written for and made available to girls of junior or senior high school age.

The following findings of this study are encouraging: a) the majority of students agree that sharing books in class is a valuable experience (not a wate of time), b) the majority of students have the attitude that reading is essential in their lives, c) girls' attitudes toward reading become more positive between sixth and twelfth grades, d) most students agree that books make good presents, e) girls develop the attitude that books are good enough to finish.

In view of the findings, teachers might give the Estes Attitudes Toward Reading scale to students asking them to explain or elaborate on their answers. For example, statement #5, "Reading is a good way to spend spare time," could yield more information if the student were asked to list in rank order five good ways to spend time. Or statement #6, "Sharing books in class is a waste of time," could be expanded by asking students to list five more profitable ways of spending class time and/or to list five more profitable ways to share books. (The teacher may also discover some creative ways to replace book reports which should have been replaced long ago.)

Statement #9, "Books aren't usually good enough to finish," could be more helpful if students were asked to list five books that they did not finish because they weren't good and/or to list five books that were good enough to finish.

Teachers might also use the Estes Attitudes Toward Reading scale in one-to-one conferences with students at the beginning of the year. In addition to helping teachers get to know students, the scale provides a non-threatening (no grades involved) situation in which the teacher can explore the students' literary background--where he's been and where he needs to go during the year. This will also give the teacher an opportunity to recommend books that the student might enjoy.

Conclusions

The Estes Attitudes Toward Reading scale can be used by teachers both to check attitudes and to help students develop an interest in reading. With the information gathered from the scale, the teacher can work with students on a one-to-one basis helping each to find books that will be both interesting and beneficial.

Teachers who have a thorough knowledge of adolescent literature and of reliable sources, who have an intense interest in their students and their reading attitudes and interests will find many ways to bring the right book to the right child at the right time. The result will be more positive attitudes toward reading and more books being read.

TABLE 1

PERCENTAGES OF RESPONSES FOR SIXTH GRADE BOYS, SIXTH GRADE GIRLS, TWELFTH GRADE BOYS, AND TWELFTH GRADE GIRLS

Item	Group	RESPONSES A	B	C	D	E
1. Reading is for learning but not for enjoyment.	6 Boys	4.2	8.8	12.4	45.6	29.0
	6 Girls	3.6	8.3	10.5	41.9	35.7
	12 Boys	4.5	8.7	14.7	44.1	28.0
	12 Girls	1.5	3.7	5.1	44.1	45.6
2. Money spent on books is well spent.	6 Boys	21.6	46.5	18.4	7.8	5.7
	6 Girls	20.9	48.0	24.5	4.7	1.8
	12 Boys	13.3	52.8	21.7	8.7	3.5
	12 Girls	18.0	61.8	14.3	5.1	.7
3. There is nothing to be gained from reading books.	6 Boys	3.2	4.2	6.4	31.1	55.1
	6 Girls	.7	2.5	7.6	37.3	51.8
	12 Boys	1.1	1.8	7.0	37.0	53.2
	12 Girls	0.0	.4	1.8	29.4	68.4
4. Books are a bore.	6 Boys	7.1	4.6	17.1	34.2	37.0
	6 Girls	3.2	4.7	13.4	39.7	39.0
	12 Boys	6.3	10.6	19.4	46.1	17.6
	12 Girls	1.5	2.9	9.9	49.3	36.4
5. Reading is a good way to spend spare time.	6 Boys	32.6	42.6	9.2	7.4	8.2
	6 Girls	43.3	40.4	11.2	3.6	1.4
	12 Boys	12.6	46.7	19.6	14.4	6.7
	12 Girls	33.1	51.8	9.9	4.0	1.1
6. Sharing books in class is a waste of time	6 Boys	7.1	11.0	20.9	41.5	19.5
	6 Girls	1.8	8.0	20.3	45.7	24.3
	12 Boys	7.7	12.6	32.3	39.3	8.1
	12 Girls	1.8	4.4	32.0	51.1	10.7
7. Reading turns me on.	6 Boys	14.2	27.3	31.9	11.7	14.9
	6 Girls	18.4	35.0	28.2	14.8	3.6
	12 Boys	4.9	14.5	32.9	31.1	16.6
	12 Girls	8.8	30.5	39.3	16.2	5.1
8. Reading is only for grade grubbers.	6 Boys	4.6	5.3	8.5	32.6	48.9
	6 Girls	1.4	2.5	10.4	30.2	55.4
	12 Boys	4.3	6.8	13.2	50.7	25.0
	12 Girls	0.0	3.3	4.4	50.0	42.3
9. Books aren't usually good enough to finish.	6 Boys	7.8	6.7	16.7	45.0	23.8
	6 Girls	1.8	9.4	12.3	48.4	28.2
	12 Boys	6.7	9.2	15.2	48.8	20.1
	12 Girls	0.0	3.3	6.3	55.1	35.3

TABLE 1 (Cont.)

Item	Group	RESPONSES A	B	C	D	E
10. Reading is rewarding to me.	6 Boys	21.4	36.4	22.9	12.9	6.4
	6 Girls	21.7	42.0	29.7	4.0	2.5
	12 Boys	12.7	44.2	23.0	13.4	6.7
	12 Girls	27.6	51.8	15.8	4.0	0.7
11. Reading becomes boring after about an hour.	6 Boys	13.5	20.9	21.6	26.6	17.4
	6 Girls	6.1	21.2	24.1	32.4	16.2
	12 Boys	15.5	26.8	21.8	30.3	5.6
	12 Girls	2.6	14.7	19.1	45.2	18.4
12. Most books are too long and dull.	6 Boys	9.3	12.2	20.8	40.5	17.2
	6 Girls	4.7	9.4	19.9	43.5	22.5
	12 Boys	11.2	21.8	26.0	36.5	4.6
	12 Girls	0.4	8.1	16.9	57.7	16.9
13. Free reading doesn't teach anything.	6 Boys	5.7	5.7	11.3	34.8	42.6
	6 Girls	4.3	3.6	10.1	43.0	39.0
	12 Boys	1.4	5.6	16.1	53.7	23.2
	12 Girls	1.1	0.7	2.9	52.2	43.0
14. There should be more time for free reading during the school day.	6 Boys	41.7	23.0	18.7	8.5	8.1
	6 Girls	40.8	28.9	18.4	7.9	4.0
	12 Boys	22.7	37.1	25.5	8.4	6.3
	12 Girls	34.6	38.6	16.2	8.8	1.8
15. There are many books which I hope to read.	6 Boys	29.6	38.9	13.2	11.1	7.1
	6 Girls	42.2	40.8	10.1	4.0	2.9
	12 Boys	12.6	40.6	24.8	16.4	5.6
	12 Girls	32.0	51.8	9.6	5.5	1.1
16. Books should not be read except for class requirements	6 Boys	7.1	4.6	6.8	28.2	53.2
	6 Girls	1.1	2.9	5.8	24.9	65.3
	12 Boys	4.2	3.9	12.3	52.6	27.0
	12 Girls	0.4	1.5	3.3	36.4	58.5
17. Reading is something I can do without.	6 Boys	6.8	5.0	12.1	34.6	41.4
	6 Girls	2.5	4.3	11.6	28.6	52.9
	12 Boys	4.9	9.1	21.0	44.4	20.6
	12 Girls	1.8	3.3	10.3	42.6	41.9
18. A certain amount of summer vacation should be set aside for reading.	6 Boys	6.0	21.4	30.6	18.9	23.1
	6 Girls	12.0	24.6	34.8	17.8	10.9
	12 Boys	4.9	25.2	37.1	18.9	14.0
	12 Girls	12.9	43.8	24.3	14.7	4.4
19. Books make good presents.	6 Boys	16.8	34.3	28.2	9.6	11.1
	6 Girls	20.3	43.8	26.1	8.0	1.8
	12 Boys	6.6	34.3	39.2	14.0	5.9
	12 Girls	15.1	50.7	25.4	6.3	2.6
20. Reading is dull.	6 Boys	9.9	7.3	9.5	27.5	45.8
	6 Girls	2.9	3.7	8.5	30.9	54.0
	12 Boys	11.8	13.2	18.6	37.5	18.9
	12 Girls	0.7	3.7	7.8	43.7	44.1

TABLE 2

CHI-SQUARE VALUES FOR VARIOUS COMPARISONS

ITEM	ALL BOYS VS GIRLS	6th BOYS VS GIRLS	12th BOYS VS GIRLS	ALL 6th VS 12th	BOYS 6th VS 12th	GIRLS 6th VS 12th
1	26.27**	3.05	34.50**	5.31	1.00	16.01**
2	17.18**	10.26*	15.62**	15.06**	9.18	14.10**
3	13.34**	7.66	21.43**	22.09**	9.93*	25.12**
4	37.10**	6.59	47.12**	20.26**	27.83**	7.61
5	68.99**	21.64**	62.18**	37.28**	41.99**	8.20
6	34.86**	12.06*	26.15**	42.92**	20.22**	24.69**
7	59.79**	25.00**	50.16**	52.30**	51.92**	16.18**
8	33.71**	9.36	39.29**	50.62**	37.13**	29.74**
9	49.03**	14.36**	48.77**	8.44	2.78	21.88**
10	53.52**	21.23**	47.59**	10.97*	7.82	19.08**
11	49.98**	9.81*	62.73**	11.34*	19.20**	15.38**
12	67.16**	7.46	83.66**	20.95**	29.48**	19.01**
13	28.89**	4.84	52.12**	29.67**	37.22**	23.37**
14	17.03**	5.96	19.49**	27.88**	28.55**	7.36
15	81.18**	21.75**	69.56**	31.45**	31.77**	9.76*
16	68.54**	17.78**	66.61**	42.90**	48.17**	10.53*
17	41.56**	11.00*	41.82**	33.15**	31.17**	12.39*
18	54.20**	19.18**	47.71**	27.07**	9.86*	28.21**
19	51.47**	23.25**	38.18**	17.80**	25.59**	4.18
20	81.58**	16.12**	82.06**	40.50**	45.80**	12.16*

* Sig. at .05 level

** Sig. at .01 level

ATTITUDES TOWARD READING

All Levels

Kansas Learner Needs Assessment 1977 Title III-IV ESEA

Directions: Read the item. Select the answer that describes how you feel about the statement. Find the corresponding number of the item on your answer sheet. Mark the letter of your answer on your answer sheet. PLEASE DO NOT WRITE ON THE TEST SHEET.

A = strongly agree

B = agree

C = undecided

D = disagree

E = strongly disagree

1. Reading is for learning but not for enjoyment.
2. Money spent on books is well spent.
3. There is nothing to be gained from reading books.
4. Books are a bore.
5. Reading is a good way to spend spare time.
6. Sharing books in class is a waste of time.
7. Reading turns me on.
8. Reading is only for grade grubbers.
9. Books aren't usually good enough to finish.
10. Reading is rewarding to me.
11. Reading becomes boring after about an hour.
12. Most books are too long and dull.
13. Free reading doesn't teach anything.
14. There should be more time for free reading during the school day.
15. There are many books which I hope to read.
16. Books should not be read except for class requirements.
17. Reading is something I can do without.
18. A certain amount of summer vacation should be set aside for reading.
19. Books make good presents.
20. Reading is dull.

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